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**RALPH STEETLE**

JCET Executive Director  
See page 5

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

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An announcement of great significance to all AERT members is the president's appointment of a Nominating Committee, to be responsible for preparation of a slate of national officers, directors-at-large, and regional directors, for a two-year term beginning May 1, 1955. Heading the Nominating Committee is Mrs. Dorothy Klock, production supervisor, Station WNYE, Board of Education, New York City, with Dr. I. Keith Tyler, director, Institute for Education by Radio-Television, Ohio State University, and Patricia Green, director, Station KBPS, Portland public schools, completing the Committee makeup.

Speaking on behalf of the Committee, President Broderick urgently requested that every AERT member take an active interest in the forthcoming nominations. "Strong leadership is less apt to be overlooked," she said, "if individual members will bring to the attention of the Nominating Committee, the names of men and women of ability and experience." As names are suggested, their willingness to accept nomination must be obtained before they can be listed on the final slate. Time, therefore, is extremely important, and immediate cooperation is earnestly solicited. Detailed information concerning individual candidates will appear in later issues of the JOURNAL.

## EDITORIAL

### LET'S DO MORE WRITING!

Writing a letter to express an opinion on a public issue is, unfortunately, less than the rule for educators and others whose opinions are believed by most to be of greatest value. No doubt that explains the preponderance of negative sentiment in recent communications directed to the Watkins Committee of the U. S. Senate. Experienced reporters believed that had the mail been from a representative cross-section of the population, the result would have been reversed.

There is a similar situation with respect to the mass media of communication. Unfortunately, the discriminating reader, listener, or viewer seldom takes positive action. More often than not he refrains from reading, listening to, or watching what he does not approve of. Even when he finds something significant and worthwhile he seems not to be moved to communicate his appreciation. Yet the opinion of those reached, by whatever medium, is important and is earnestly sought by the individuals responsible for the product.

Those two illustrations of failure by the recipient to communicate his opinion bring up another area in which action is needed. AERT

*Journal* advertisers, we believe, profit from placing their advertisements in our magazine. But can we prove it? How? The only real proof comes when each member who buys a product or service for which a *Journal* advertiser is responsible refers to the AERT *Journal* when he writes about or buys that product or service.

How many of us are guilty of failure to give credit to our magazine in our dealings with its advertisers? Should we not ask ourselves these questions: Have I ever purchased a product or service advertised in my professional publication? Did I make it a point to mention the fact that I had seen the advertisement in the AERT *Journal*? Did I tell him that I was using his product or service and was well satisfied? Did I express appreciation to the advertiser and tell him that I planned to patronize him in the future, even though I was not then in the market?

Your magazine needs advertisers! Memberships alone cannot support the high quality publication your Editor attempts to provide. Our space is open only to responsible advertisers. Can we depend in the future on each member giving his assistance?—TRACY F. TYLER, *Editor*.

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## JCET PROGRAM OF SERVICE

The Joint Committee on Educational Television, formally established since March 22, 1951 with permanent headquarters in Washington, began as an ad hoc Committee in October 1950 to present the case for educational television to the Federal Communications Commission in the interests of seven educational organizations. It was on the basis of evidence presented by the JCET during the hearings of November-December 1950 and January 1951, that the FCC made its decision of March 22, 1951, tentatively reserving 209 channel assignments for non-commercial educational use.

Under a grant received subsequently from the Fund for Adult Education, an independent organization established by the Ford Foundation, JCET initiated a program of legal assistance to help educators define and protect their rights to frequency assignments in the television spectrum. The FCC's final allocation plan of 1952 provided 242 channel assignments for educational use. Nine additional channels have been reserved for education since then.

JCET's program of service to educators includes the following activities:

1. The Committee continues to protect the reservations and assists educators seeking to utilize these and additional channels.
2. The Committee advises applicants regarding FCC procedures and provides general legal, engineering and programming consultant service.
3. The Committee helps schools and colleges evaluate television program resources and cooperates with other agencies in encouraging program exchange on a regional and national basis.
4. The Committee organizes state, regional and national conferences on educational television and schedules addresses and discussion participation by its staff, consultants and Committee members.
5. The Committee distributes regular publications on current developments and encourages research on specific aspects of educational television.
6. The Committee seeks the advice of specialists in the various academic fields in order to direct its program more intelligently.

The JCET seeks to represent the special needs of education in the newest and most powerful of the mass media, and encourages educators to meet their responsibilities in regard to it. The Committee also recognizes the importance of developing public and educational support for educational television through all possible avenues of communication.

## THE JOINT COMMITTEE ON EDUCATIONAL TELEVISION

American Council on Education

Association for Education by Radio-Television

Association of Land-Grant Colleges and Universities

National Association of Educational Broadcasters

National Association of State Universities

National Council of Chief State School Officers

National Education Association of the United States

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# Educational Television — 1954

**Ralph Steetle**

Executive Director, Joint Committee on Educational Television

TWO and a half years have elapsed since the Federal Communications Commission reserved 242 television channels for non-commercial educational use. Since the issuance of the FCC **Report and Order** educators have requested and the Commission has granted 10 additional reservations—bringing the total to 252. What has been the extent of the development of educational television as of the end of 1954? Has the decision of the FCC been justified in terms of station development?

While it is difficult to predict exact target dates for stations in varying stages of construction, by the end of 1954 it appears that 16 educational television stations will be on the air. These include community type stations at Pittsburgh, Cincinnati, St. Louis, San Francisco, and Boston. University or college sponsored stations are already on the air or will soon be lighted up in Madison, Houston, Chapel Hill, Champaign-Urbana, East Lansing, and Seattle. The University of Missouri and Iowa State College operate educationally controlled stations on non-reserved channels. As a part of Alabama's state network, stations will be on the air in Birmingham and Munford by the end of the year. The University of Southern California has been given permission to keep its ultra high frequency station KTHE silent for a 90 day

period pending the reorganization of community support for its continued operations.

The difficulties of developing an audience for the programs of an ultra high frequency television station are emphasized by the situation in Los Angeles. Seven VHF commercial television stations operate in a community with close to a saturation point of receivers capable only of receiving a VHF signal. It is important that the rate of development of educational television stations be measured with the problems of UHF (common to both educational and commercial stations) in mind. Two-thirds of the channels reserved for education are in the ultra high frequency band, but predominantly the construction of stations is taking place in the areas where the more immediately useable VHF channels have been assigned to education. Of the sixteen locations where stations are on the air or expected to be on the air by the end of 1954, only Cincinnati, Madison, East Lansing, and Los Angeles utilize the UHF band. To further emphasize the problems of UHF, it should be pointed out that in addition to the temporary withdrawal of the Los Angeles station from operation, Michigan State's well-programmed UHF station WKAR-TV is seeking a change to a VHF channel.

The problems besetting UHF are



too extensive and complicated for treatment in this brief article, but the reader is advised to secure the record of Senator Potter's Senate Foreign and Interstate Commerce Sub-committee hearings on the topic (or the JCET's summary of it). Suffice it to say that more than a hundred commercial UHF station entrepreneurs have relinquished their construction permits or taken their stations off the air. The problems of UHF have stopped its commercial expansion on a large scale and have inhibited the construction of educational stations dependent on UHF for a channel. The Board of Education in Cleveland, for example, has the funds set aside for station construction. Because the channel reserved for education in Cleveland is UHF, plans for development of a station are being held up until the prospects for reaching an adequate UHF audience in Cleveland can be determined.

Lest too gloomy an impression be left of educational television on the ultra high frequencies, let me hurry to point out that the University of Wisconsin (in a so-far all UHF city) is having little difficulty in securing viewers, while Cincinnati's distinctive program service is also attracting a sizable UHF audience. Nor is the prospect for future UHF station growth entirely a barren one. Ohio State University has a station under construction, and a strongly supported community station in Detroit will soon try its UHF wings. Philadelphia, which through its outstanding leadership in school television programming has given much assistance to the nation, has the funds in hand for the construction of its Delaware Valley Educational Television Corporation station. While the problems of UHF are causing planning to be wisely cautious, stations are being seriously

considered in Washington, D.C., New York City, Toledo, Atlanta, Kansas City, Baltimore, and Richmond.

We have seen that educational television-1954 provides for sixteen stations on the air. In addition, we have cited eleven additional UHF station possibilities for a sub-total of twenty-seven. What other television stations will be on the air in the near future? Does the availability of a VHF channel assignment automatically insure rapid station construction?

Chicago presents a good example of the special problems and opportunities educational television station planning poses to a metropolitan community. In the first place, the abundance of educational and cultural agencies in a large city challenge all community interests to devise an equitable and efficient method of sharing the benefits and support of the projected station. The requirements of developing a comprehensive program schedule to meet the needs of the area and of providing staff and technical facilities that will assure the public of a superior educational service, demand skilful planning and ample financing. The Chicago Educational Television Association was granted permission to build a station to operate on channel 11 on November 6, 1953. The Association has raised the sum of \$900,000 from a wide variety of sources, including individual gifts (300,000 people have so contributed), corporation donations, grants from foundations, and contributions from educational institutions. While industrialist Edward L. Ryerson organized community support for the station, President John Rettaliata of the Illinois Institute of Technology helped to stimulate the awareness, concern, and participation of the professionals in education. With the recent appoint-

ment of John W. Taylor, former president, University of Louisville, and former deputy director of UNESCO as managing executive, Chicago is now well on the way to the achievement of a television station which will fulfil a unique role in the city's educational and cultural activities.

Similar stories could be told of Memphis, New Orleans, Denver, Miami, Athens, and Nashville. The State of Oklahoma will complete construction of high powered transmitters in Oklahoma City and Tulsa early in 1955. Alabama will soon construct a station in the southern part of the state to extend to the entire state the service now available from Munford and Birmingham. Almost 40 educational television stations are now in sight.

This is no small achievement since April 1952. The surging increases in enrollment on all levels of education have faced the educational administrator and his board with staggering budgets for construction and operation of schools and colleges. The demands upon philanthropy and corporate generosity have increased steadily —yet educational television has embarked upon a course of steady growth that gives promise of fully achieving the hopes of those who testified to the Federal Communications Commission as to the need for education to have channels set aside for its own use.

Educational television has received financial support from a healthy diversity of sources within these last two and a half years. Legislatures and other units of government (other than federal) have provided around five million dollars to finance studies and help build educational stations. School budgets account for more than two million dollars. Community-minded commercial radio and television

broadcasters have contributed cash and made offers of equipment representing a total value of more than three and a half million dollars. Many national, regional, and local foundations and funds have pledged or contributed more than ten million dollars. If to these figures we add the four million dollars provided by American industry and business we get a total figure approaching twenty-five million dollars. This does not include the thousands of dollars in small gifts and subscriptions freely given by the public as their contribution to their community stations.

It may well be, given the solution to the problems of UHF reception, that the next few years will find forty million of our people living within range of an educational television service.

Are the backers of educational television pleased with its rate of progress to date, or disappointed that the growth has not been more rapid?

The Federal Communications Commission made the reservations of channels for education because of its belief, based upon the evidence presented, that it would take longer for education to organize and finance a station than would be the case of a commercial applicant. Time has shown the truth of this basis for the additional time granted to educational television channel claimants. It is amazing that demonstrable progress has been made despite the problems of UHF and the distracting financial burdens facing education in these times of rising enrollments. It was recognized during the testimony before the FCC that ample time would be required to use the channels reserved for education; thirty years was the time period most frequently mentioned.

Because the educators realized

that a good deal of time would have to elapse before all educational channels could be put to use, there is little disappointment expressed that more stations are not on the air as of this date. Rather than disappointment, there is evidenced a sense of surprise that so many extensive developments have taken place. The extent of the boldness and imagination harnessed to the creation of an educational television service was not fully envisioned by the testifying pioneers. May I list some of the brave new ventures not predicted back in 1950 when the general hearings were concerned with whether or not channels should be reserved for non-commercial educational use? It was impossible to look into the future to discover:

The Consolidated University of North Carolina with a million dollar four-county station, with fully equipped and staffed studios at the University in Chapel Hill, at the Women's College in Greensboro, and the State College in Raleigh microwaving programs to a powerful transmitter near Chapel Hill.

A three station Alabama network, with programs originating from the University, the Land Grant college, and from the public schools, supported by more than a million dollars in state, foundation, and industry resources.

An Oklahoma State educational and television authority with stations under construction in Tulsa and Oklahoma City, supported by pledged revenues from the State Building Fund.

The University of Georgia's Continuing Study Center, with a built-in television station designed to assist in achieving the systematic adult education objectives of the state.

Boston's Channel 2 station, owned and operated by the leading educational and cultural institu-

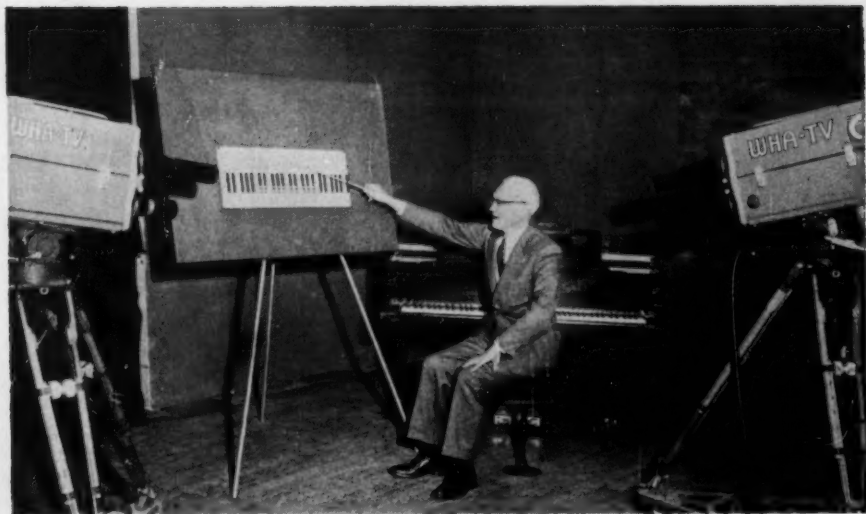
tions of the city. Of this station President Pusey of Harvard has said, "We are hopeful it is going to provide a kind of program that people will be interested in and will want to see and listen to, and that it will continue the age-old battle of trying to provide fitting materials for human minds that will help them to grow in subtlety and penetration and give their holders both the information and by indirection the moral fibre we all feel participating members of a democratic society need to have."

The exciting breadth and vision of educational television's beginnings could be further exemplified by Detroit's working relationship among seventeen educational and cultural institutions; by similar co-operative developments in Pittsburgh, New Orleans, Memphis, and Chicago. But this is not all of the achievements that could not be foreseen when the channels were first requested.

Thoughtful support of such magnitude has come from the leaders in education, industry, labor, civic groups, and government that there is almost a guarantee that television for education will not make the mistake of planning too small.

Finally, educational television-1954 shows strong portents of its ultimate dimensions. It is true that many of the 252 reserved channels are in areas of limited population and resources, and that many of these "markets" will not now support commercial or educational television. But there is imaginative and forward looking planning taking place in all parts of the country. There is a ferment of discussion; for educational television has intrigued the minds, imagination, and spirit of the American people. Most of the significant national educational conferences have devoted sessions to the consideration of television. The interest in the





**Professor Leon Iltis, University of Wisconsin school of music, teaches piano by television via WHA-TV, channel 21, beamed from Madison.**

use of these reserved channels has extended beyond the confines of the campus or the school yard. Intelligent and articulate support has come from almost every important segment of our society. Through the National Citizens Committee on Educational Television leaders of American industry, business, labor, and finance have pledged their assistance to educational television.

Historically the states have been concerned with the support of education. Principally for this reason, it would appear, educational television has attracted the sustaining interest of state educational authorities. Activities on a state level in Alabama and Oklahoma have already been noted. It is remarkable that 32 states have appointed commissions, committees, or study groups, to secure information and make recommendations concerning the use of the reserved channels. All of these states, plus Mississippi and West Virginia,

have convened statewide conferences. In all of the larger cities where a reservation has been made there is activity looking toward its use. In many of the smaller communities the same is true. Regional concern for the economical use of television for education has been expressed through the activities of the Southern Regional Education Board, and the New England States of Maine, New Hampshire, and Vermont, seeking a tri-state use of Mount Washington, New England's highest point of land, for the establishment of a station to serve that region.

Educational television - 1954, then, begins to indicate the scope of its future. There was a day when educators wondered whether or not the FCC could be persuaded to set aside channels for education. Yet it was done. There was the serious question as to whether or not funds could be found for the support of educational television. This question has been an-

swered affirmatively. The problems of sharing programs among the stations have been met in large part through the establishment and operation of the Educational Radio and Television Center. A significant measure of the growth of educational television can be found in the questions facing us after the ones just listed have been completely solved. Will educational television attract the interest and support of faculties and teachers to the same extent it has secured support from the educational administrator? Will educational television

programs be educational in the best and broadest meaning of the word? Can the organizations supporting educational television expand and refine their concepts of its use to realize the full potential of television as a means of providing educational values to all of the people, wherever they may live? Will you, as a member of the Association for Education by Radio-Television lend your professional efforts to making of educational television-1954 what it has in it to be in the future?

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### They Give Up Godfrey . . .

## Baltimore's "College at Home"

WBAL and WBAL-TV, weekly, invites members of the Baltimore area's largest classroom to receive actual college credit via radio and television—for the first time in this area. WBAL and WBAL-TV and the Baltimore Junior College inaugurated this past summer, courses carrying full college credit. On both media, the series, entitled *College at Home*, were under the supervision of Arnold Wilkes, Director of Public Affairs and Education for the broadcasting stations. Radio headlined a course in basic English grammar conducted by Harry Hendrickson, instructor in English at Baltimore Junior College. Mr. Hendrickson's English courses were on the air every Friday evening, 9:35 to 10:00 p.m.

Television presented Dr. Eugene Murphy, instructor in English and French, with a course in French literature each Monday evening, 8:30 to 9:00 p.m.

Each of these teachers prepared a remarkably concise and workable syllabus for his entire course, which was available to any viewer on request at the price of \$1.00; those wishing to take an examination could do so by paying a total fee of \$8.00.

The two *College at Home* series began early in June. Make-up classes were offered on August 24 at Baltimore Junior College for those who desired. More than 60 people arrived for the final examination on September 7. As a result of credits granted for these

series, several enrollees will attain their degrees from Baltimore Junior College. In addition, over 340 viewers and listeners purchased the syllabi. Mail from widely diversified areas indicated that many thousands watched or listened intermittently to the courses.

The teachers and administrators of Baltimore Junior College profess real satisfaction over the venture. Instructor Hendrickson found that he had, for the first time, students from as far as northern New York and eight other more adjacent states. Radio officials have noted with interest an unusual response to the course in practical English, with the majority of response coming from the higher income groups.

The course covered basic grammatical construction and the latest in social and business letters with convenient rules to aid in correct usage.

Dr. Murphy, in the short period of 10 weeks, included half-hour lectures on the Song of Roland, works of Rabelais, Corneille, Poquelin, Racine, Voltaire, Balzac, and the moderns. A viewer in Washington wrote that she found the program was educational and entertaining. A French teacher in a western Maryland college referred to the "spirited and scholarly lectures" as offering great enrichment. A Baltimore housewife said in part, "I had everyone at home watch and I will not have any trouble in the future getting them to give up Godfrey to watch you."

D. L. Provost, vice president and general manager, Radio and Television Division of the Hearst Corporation, indicated that this was the stations' most interesting experiment in the educational field since the emergency educational classes in January, 1953.



Children from Mr. Hughes' class witness televersion of cowboy radio drama at teacher's home. Experiment was staged "out-of-school" to ascertain value to students.



## Three Fears and Their Enemies

**Alberto Beeson**

Assistant Professor of Speech, Seattle University

WE who channel our interests into educational television, whether it be commercial or institutional, have our worries. We can be fighting insufficient funds, inadequate time placement, and a day hampered by having only twenty-four hours. If these are our only problems, we are little bothered. The day—one can do nothing about that so we don't worry; the time of production—is a matter of schedule and program worth. The schedule—is usually not ours to be concerned with; program worth—follows the adage of "the better mouse trap." The worn path—is ours to make attractive. As for the money—who ever had enough of it to do the things about which one dreams. Furthermore, insufficient funds has always served as a spark for the firing of the inventive mind to discover means of doing things well and as inexpensively as possible.

If these were our only disturb-

ances, we would be happy, relaxed persons, perfect in health and sleeping soundly. As representatives of public institutions or tuition private schools, we who attempt television programs have far more serious decisions to make than are mentioned above. We are aware that this new instrument has a potency comparable only to the printed page and perhaps more powerful. We know that through the small screen we are able to enter homes of all economic and social levels. We can speak to more people than we have ever been able to contact before and the illusion is given that we are talking to them personally. If our presentation is sufficiently gripping to hold them from turning the dials, we have an influence upon them such as has never been in the hands of leaders at any other time.

We are aware—and acutely so—of our responsibilities and herein lies our major problem: Is it our

task to form minds or to excite individuals to being desirous of forming their minds? Is it our responsibility to develop tastes or solidify those already existent? Are we to mold attitudes to conform to existing patterns or are we to leave selections to those who are our viewers? Any of these powers are ours. Through this new invention, we can push buttons, bring desired responses and do this often enough so that we can develop habit patterns of any kind we may desire. We can be excellent trainers.

We can do this, but before doing so we must make some decisions. Do we still believe that our civilization is composed of individuals who turn to the true, the beautiful, and the good? Do we think of our listeners as individuals or do we think of them as the masses and take seriously the contention that this is a "mass" medium pandering to the tastes of a large, amorphous group called "they"?

The pressures to capitulate to the latter are great, for we live in a fearful society. For many years we have been trained to think that we must always water down our gifts to "what the people want." We have been led to believe that the "they" are more positive in their desires than we are, ourselves. We know that as individuals we can hardly want what we know nothing about and we know ourselves to be rather ill-prepared to analyze our vague yearnings, but "they" are different. They know, and what they want is anti-intellectual, low in taste, and easy of assimilation.

Secondly, we have been told over and over that certain topics are controversial and therefore to be avoided lest we tread upon the always throbbing "corn" of the "vested" interest. Every four-year controversy is the heart of America. No good that has brought about change in any society has ever

been performed except in the arena of controversy. Furthermore, nothing interests so many people and vitalizes them, as that which is controversial—but we must avoid such things. It is odd, is it not, that in an educational system where so much is dependent upon motivation, that the one force which has always been successful in stirring people must be left alone?

Lastly, we have new fears today assuming such dimensions as to deserve special mention. We have today's phobia that we must under no circumstances discuss any matters which could bring upon us the opprobrium of the chauvinists.

Three horsemen then ride our air lanes—fear of "felt needs," fear of "vested interests," and fear of investigation. Galloping close beside is that old nag, emotionalism, that has always been the maverick which, in the right company, caused the trouble.

Three months ago Station KING, Seattle, Washington, asked my university to present a course in education. We decided that the greatest need of the moment was to give parents the tools by which they might evaluate the present criticisms of the public schools. We turned to the newspapers for the material, believing this criticism to be that most commonly read. We analyzed some two hundred articles and discovered that the major complaints were in six fields and decided that these were the areas that must be covered.

How was it to be done? It became apparent that all the articles were written generally from one of two philosophies of education and three psychologies of education. That being so, these philosophies and their basic ideas, as well as the three psychologies, should be explained to the viewers and demonstrated in such manner as to



clarify their abstractness. It was decided also that the teacher must not editorialize, for if she did so the purpose of the course would be lost.

It was a task requiring some acrobatics, for detachment from a matter so controversial as public education was difficult. However, the station's custom of offering a viewer's guide containing the twelve lectures assisted her, for each lecture was worked out far enough in advance so the work involved in such a presentation could be done. Nevertheless, there was trouble.

One factor in the presentation had not been sufficiently considered. It was that certain viewers would find the matter unacceptable regardless of the objectivity. They were few in number, but vocal in their objections. For a time consideration was given to the withdrawal of the series. That of course created another problem for withdrawal from assigned air time without explanation could cause more questioning than the situation merited.

The solution came rather rapidly. The owner of Station KING phoned and in words somewhat like these said, "Let her go on. We trust her."

This one small program continued. Many like it may go on or they may not. The worth of the program will not, however, always be the issue. Rather, it is whether or not the inner force of the individuals involved in presentation and programming is greater than the outer pressures of a few viewers.

The only limitations to the work before us lies in the strength of this force. Of what is it made? It is made of belief: the belief that a mass medium is for the good of the individual viewer and that he

must be free or be freed to make his own decisions. If he does not have the means by which to arrive at these decisions, then he must be given them. We must believe that man is educable, not just trainable; and that he can solve problems rationally and insentientally. We must believe that an instrument is good just so long as it is used correctly; and, because the instrument is inert, it is capable of no independent thought. Finally, we must believe that there is no such thing as a mass mind or a mass person—that there are only millions of people like ourselves with our interests and our desires, differing only because we have been given a talent whereby we must be able to satisfy their yearnings. If we can believe these things, then our inner pressure will be equal to the outer and we need have no fear of deflation.

Where do we get such convictions? They do not come easily nor do they come quickly. We get them from consistently practicing three virtues—three virtues solidly bolstered by a fourth. First we must have candor. We must forsee problems, answer them simply and honestly, meet our enemies as well as our friends with the truth we have. We must recognize limitations when they really exist but we must not find them under the bed or build them into closets.

To do this we must have courage. This courage must be of such stuff as to dare to face the impossible, to do that which has never been done. We must face clamly the slow changes which come, and must be unafraid that we probably will not live to see them. We must always face the difficulty brought about by our own deficiencies. We must see our viewers as they are, our tasks as they are, and us as we are.

# Using TV for Reluctant Readers

**Marjorie McGilvrey**

High School English Teacher, Mountain View, California

A few years ago I reported to the Western Radio Conference, meeting in San Francisco, on the use of radio in teaching the language arts to ninth graders at Mountain View Union high school, Mountain View, California, especially those who were of lower ability and often emotionally maladjusted. From the reactions of students, school administration, other faculty members, and interested observers, I had gained assurance that the methods described in that report could be described a success. I appeared afterward on several panels in this area, eager to share my enthusiasm and help others to understand that these problems could be solved if you just knew how to go about them. But all this was before September 18, the beginning of the fall term, 1952-53, when I was assigned an English class that was, in my experience, unbelievable.

After nine years of success in using radio to motivate writing, speaking, reading, and listening, I met a class for whom these methods did not work. At first I thought McGilvrey had lost her grip. Then I came out of this fog of self-pity long enough to observe that the rest of the faculty seemed to have lost it, too. We all discovered we had a special problem.

Actually, this problem was not new. It had been growing for about fifty years. In the public schools of that earlier day, about four out of every one hundred students who were graduated from the eighth grade came into high school; ninety-six did not. At the present time, the number has just reversed. Ninety-six of the hundred come to high school; only four do not. This has not only increased numbers, but has also increased the individual differences with which the teacher has to cope. In my case, there was in this class an unusual number of poor readers and some who could not read or write at all. There was a larger number of students with records of delinquency. They cheated unmercifully, nagged at each other constantly, got along badly with other students, parents, faculty members, and administrators. To add to this sad picture, we all had larger classes than ever before. I finally had to resort to standing behind a speaker's stand with a gavel in my hand, shouting day after day to keep some semblance of order.

My vice-principal came to class once to see if it was as bad as I reported. From the moment he stepped in the door, every spine in the room was stiff. There was

resistance, fear, and distrust in every face—and ominous silence. He got out fast, with full appreciation that this was no atmosphere for learning.

In December of that year I attended the Governor's Conference on Educational Television in Sacramento. Here I heard representatives of many educational agencies tell long stories about the great things television could do in education, but in the face of my recent failure to motivate reading and writing with radio, I wondered if television was really that good. On the other hand, several comments at that conference suggested that one of the great needs in educational television was actual experiments by classroom teachers on what it could do in the classroom. In spite of myself, an idea began to take form.

The year before, I had had a student who was considered low in ability and rather unstable and who read only ninety words per minute—very low for high school work. In our English class we had used the Bay Area Television Association series, *Operation Education*, which came to our classroom TV set from San Francisco. This boy's alertness and keen observation of the program kept the whole class interested in discussion of the programs and reviews which they wrote from time to time. I discovered that this same alertness was gaining recognition for him in other classes, too. All of the usual remedial reading assistance had been given him, but his reading never improved; but to our surprise, he made the scholarship society, just because he had a remarkable memory for details which he saw and heard. I wondered if there might be other students who might be given an education without requiring them to read and write.

With these two ideas, I approached the administration with a request for a special class, but I was told my immediate problem was being solved in another way. First of all, an extra English teacher had just been hired to relieve the class load of the whole department, and a great many of my "problem" children would undoubtedly be diverted to a new class. This presented a professional temptation—I could get rid of all these "problems" who would not respond to my usual methods.

But in my classroom there was a TV set in good working order, placed there by my superintendent because he knew I was interested in what TV could do in a classroom, and the words of the Governor's Conference still rang in my ears. So I asked the administration for a special class, limited in number, all boys (to eliminate at least one of my competitors), and I selected the names of twenty students for whom I knew my usual methods had not worked.

All of these boys had commented some time during the term that they either could not or would not read if they could help it. Most of them also disliked writing, which accounted for much of their cheating. Almost all of them distrusted adults in general, teachers in particular, and school most of all.

The first day of the semester with the new class was a shock in several ways. First, they complained because there were no girls in the class. I explained they'd have to be satisfied with a woman teacher, but that appeared to be a bleak prospect at best. Then I told them frankly why they were there—because they did not want to read or write. I also told them why I was there—because I had been hearing much about modern methods of communication

and hoped they might be willing to try an experiment using modern methods.

I explained that tape recording was now being used in many instances in place of writing, and that information and entertainment were reaching us through radio and television that used to be available only through reading. I told them the first rule of the class would be that there would be no reading assignments. This unexpectedly brought thunderous applause, a welcome sound at any time, but with this crowd, a revolution indeed! Then I told them we would do no writing. Another round of applause greeted this statement, but I clipped this one with the promise that there would still be plenty of work, and they groaned as usual. But at least I had some success—two claps to one groan.

I next asked for complete secrecy about the class, a plea for their cooperation with the experiment, which was only being undertaken in the hope of making their time in class more pleasant and profitable. If they bragged to other kids about not having reading and writing it would prove the experiment a failure before it started, and some parents and other faculty members might prevent us from carrying it out. I was willing to work for them if they'd work with me. They were saved from an oral decision by the bell, ending the period for the day.

The next day we had our first assignment. Each student told the others the story of a movie he had seen, and we recorded it on tape. One boy, whom the faculty agreed I could have all six periods of the day, was taught to operate the recorder, and he was the first to volunteer on the oral assignment. This was significant. I knew he was the leader of the opposition,

and he was at least going to give the idea a whirl. Others quickly followed his lead.

Next we tuned in for possible TV fare available at that hour and watched the last few minutes of *Man on Mission*, a man-in-the-street telecast. Then we saw two-thirds of a movie on *Morning Matinee*. Both of these came from Station KRON, San Francisco, and the same announcer ran from the street corner into the studio, taking off his coat and hat on the way, so he could be seen sitting casually in an armchair inside the studio when the next program began. He would have been surprised to know that for several weeks to come, the boys in this class were so fascinated with his fast operation that they held a stop watch on him and watched every hair of his head and fold in his coat for evidence to show that he didn't quite make it his time. He always did, and they were impressed.

This first movie we saw was one of the best in our whole experiment, *Bush Christmas*, a fine Australian film about a group of youngsters who went into the wild Bush country to hunt rustlers who had stolen a horse from their farm. The boys liked it, had a good discussion about "squid," mentioned in the film, and the teacher helped by reading aloud the definition of "squid" in the dictionary. In this instance, as well as in the rest of our experiments with this movie series, we could not see the end of the story because the picture lasted an hour and a half, and the period was only an hour.

This day marked a change in one of the boys, who was always aloof from students and adults. He offered to move, connect, and help tune the TV set, the first time in all the year that he had volunteered to cooperate in class. At the end of the period the teacher

found he had left a box on her desk. It contained a lovely red and white carnation corsage. The next day I thanked him but got no sign that he had heard. You see, he was used to being rejected by everybody because he was under continual treatment from a psychiatrist for his special problem. He was now sixteen and had a record of sex crimes since he was six.

On the third day, it appeared that the novelty of the new class had worn off. We had experienced the feeling of fellow pioneers, of interest and expectancy, of thinking constructively together for two whole days, but on this day everybody was bored, restless, aloof, wrangling, and noisy. We watched TV all period. I began to fear that the whole thing would deteriorate into escape into movies on TV, and that they would accept nothing else. On this day, the film was a western called *Wings Over Montana*. I discovered that the boys enjoyed being critics. They knew the pattern of the western melodrama so well that they commented freely ahead of the action, finding the clues before any of the actors or even the teacher did, and acting for all the world like the so-called educated "critics" I've heard on many college campuses, discussing a local production of a Shakespeare play.

The next day we were together again. During the first week, we were together in spirit four days out of the five, two of these due to television.

We continued this experiment for half a school year. During that time we watched TV movies, about two each week, selected by the boys from *TV Guide*, read to them by the teacher. We also watched a movie of *Treasure Island*, and their acceptance moved me to bring in the book and start

reading it aloud. At first I tried reading for a whole period, but I wasn't as good as TV. Sometimes they could take only ten minutes of reading without getting restless.

Then we tried a kind of socio-drama, only using recording, so it became radio socio-drama. They began by holding small group discussions, choosing a story plot, characters so each member of the group would have a part, and sound effects. These discussions were creaky at first but gradually became effective, and each group took turns ad-libbing the dialogue on the tape, doing sound effects mostly with the mouth. After four complete short plays had been created in this way, we had a senior commercial student transcribe these plays in shorthand from the recording and type them up. We then had tangible evidence that these boys had organized, discussed, acted in and produced four original radio plays, which, strangely enough, they never "wrote." Three of the four plays involved court trials about teenage car accidents, and the fourth was a dramatization of the basketball bribery scandals then in the news. They selected their own topics.

The second time we tried this complicated assignment was motivated by getting almost to the end of *Treasure Island*. Each group dramatized a scene ending the story. These were not quite as good as the first; they liked making up their own stories better.

Another assignment during the semester was a series of talks on "Who, What, When, Where, or How." The best of these were the "How" talks, demonstrations on the board or with the actual objects in front of them on how to do something. They were also recorded. The topics ranged all the way from a spell-binding demon-



stration on making a crossbow in woodshop and using it for hunting to a brief demonstration of the tear and compare test with cigarettes.

A second whole book, read a few minutes from day to day by the teacher, was *Huckleberry Finn*. Sometimes they preferred this to TV, provided we checked the TV schedule first, to be sure they weren't missing anything spectacular.

The last major experiment with the class was viewing kinescopes of an educational television series designed for viewing by the general public, produced by the Speech and Drama Department of Stanford University over Station KPIX in San Francisco. The series was called, *Frontiers of Understanding*, and included discussion and dramatization of such topics as marriage and divorce, narcotics, alcoholism, and juvenile crime. The students were tested by true-false or multiple choice questions, requiring only the writing of numbers, on factual recall and general grasp of the main ideas. These films provoked considerable informal discussion.

In summarizing the results of this experiment, I should like to start by pointing out that these students did not represent a great segment of the student body; they were twenty special individuals in a school of 1,350. But their presence in all classes had constituted a threat to the progress of other students as well as a stalemate in their own growth. The development of their sense of well-being was essential to the maintenance of good citizenship throughout the school.

The administration agreed that the experiment as a whole had some success. One boy took the first half of the course, did every assignment well, and got an "A" for the quarter. Then I found

out he knew all the time he'd never get credit for the "A", because he already had seventeen cut slips in the office and refused to do the makeup work required to get back in good standing. The other boys put it bluntly, "Then, you dumb guy, why'd you do all those assignments?" He answered simply, "I did them because I liked it."

Another boy had a tardiness record for almost every class hour, nearly every day. His record began to improve, and during the next school year he had no such problem.

Sixteen of the twenty returned to school the following fall, though many of them were over the age limit, and all of them knew they'd go into a regular English class. Two of those who did not return have been back for a visit; they are both in the Marines. Three of the boys became members the following year of the backstage crew and made many accomplishments, especially one of the boys.

This one was illiterate, did not know his letters at all, had a pronounced stuttering speech defect, and was listed in office records as feeble-minded. In the first half of the school year, he never looked up in class, sat physically drawn into himself and was absent a great deal. From the first announcement about no reading assignments he began to expand, physically and emotionally. He never shirked a single oral assignment, though he stuttered at almost every word. When others were sometimes reluctant to perform, he would stand up and put his hands on his hips, face the whole class and say, "If I can do it, what's the matter with you?" They always came through after that. He took all the factual recall tests with the rest and showed no sign of weakness in compre-

hension. He still can't read, but during the following school year he ran a complicated switchboard backstage for assemblies and public performances, memorizing all switches and dimmers by their relative positions on the board and keeping track of many kinds of cues. He still had trouble in all of the other classes because of his inability to read, but his citizenship improved, and he made a definite contribution to the school

community. The stuttering is gradually disappearing. He told me recently that his ambition is to own a shoe repair shop someday. I asked what gave him this idea. He said, "Well, I went to get my shoes fixed, and it cost me four bucks. I decided then and there I wanted to be on the other side of the counter." If this kind of thinking is "feeble-minded," a lot of American industry will have to answer questions.

## DETROIT'S NEW AERT OFFICERS

Before adjourning for the summer vacation months, the Detroit Chapter elected the following officers for the current year: Mrs. Kathleen Tenny, head, Department of English, Condon intermediate school, president; and Berniece Frederick, auditorium teacher, Newton school, secretary. Re-elected were George Kendall, program director, Station WJIB, vice

president; and Margaret Rowland, auditorium teacher, Brady school, treasurer. The Detroit Chapter—AERT's largest in the country—carries on an active program throughout the school year. They held their opening dinner meeting of the season at historic Clinton Inn in Greenfield Village, Dearborn.

### STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233) SHOWING THE OWNERSHIP, MANAGEMENT AND CIRCULATION.

Of The Journal of the AERT published at Chicago, Ill., for Nov. 1, 1954.

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Mrs. Gertrude G. Broderick, U. S. Office of Education, Washington, D. C.

Editor, Tracy F. Tyler, University of Minnesota, Minneapolis, Minn.

Managing Editor, None.

Business manager, George Jennings, Board of Education, Chicago, Ill.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

Association for Education by Radio-Television, non-profit association incorporated under the laws of the State of Illinois; Mrs. Gertrude G. Broderick, president, U. S. Office of Education, Washington, D. C.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

GERTRUDE G. BRODERICK  
Publisher

Sworn to and subscribed before me this 27th day of September, 1954.

LLOYD A. TYLER

Notary Public in the  
District of Columbia

(SEAL)

(My commission expires May 31, 1958)

who?

what?

when?

where?

**John Fulton**, general manager, Station WQXI, Atlanta, was named recently to the post of chairman, tenth annual Georgia Radio and Television Institute, to be held at the Grady School of Journalism, University of Georgia, January 26-28, 1955.

\* \* \*

**Dr. Franklin Dunham**, in his role as secretary to the Joint Congressional Committee of the Interparliamentary Union, attended the meeting of the Union in Vienna in early September. One of the important items on the agenda was a discussion of the 1952 Copyright Convention and its application to educational books, music, and recorded radio and television programs.

\* \* \*

Two prominent AERT members were honored by the Women's Auxiliary of the American Legion at their convention in Washington, D. C. **Mrs. Doris Corwith**, NBC's director of talks, was honored by the Auxiliary for her consistent efforts toward better programs for women; and **Judith Waller**, NBC Chicago, received a gold microphone as a symbol of the Auxiliary's high appreciation of "Ding Dong School."

\* \* \*

**Richard J. Goggin**, formerly general manager of the educational television station, KETC, St. Louis, has resigned his post to assume a new one as program de-

velopment consultant at the Educational Television and Radio Center, Ann Arbor, Michigan.

\* \* \*

**The Rev. R. F. Grady, S.J.**, director of Station WUSV, University of Scranton, and a long-time AERT member, has been roundly applauded for his successful staging of Scranton University Players' revue, **Anthracite, Amen!** In addition to handling his duties as director, Father Grady wrote most of the sketches, lyrics, and music for the performance.

\* \* \*

**Betty Ross**, NBC Chicago, and former AERT Secretary, has been elected chairman of the Convention Committee to plan the forthcoming national convention of American Women in Radio and Television, to be held next spring in Chicago.

\* \* \*

**Blanche Young**, radio-TV consultant, Indianapolis (Indiana) public schools, AERT member and one-time national treasurer, resigned her post October 1 to become a free lance TV consultant in Indianapolis. Her studios are at 622 Middle Drive, Woodruff Place, Indianapolis 1.

\* \* \*

**Hugh N. Davis, Jr.**, Miami, Florida, has joined the staff of the Department of Radio, Television, and Film at the University of Miami, Florida. Mr. Davis will instruct in technical operations and be in

charge of sound engineering. He graduated from Indiana University in 1950.

\* \* \*

**American Education Week** will be celebrated throughout the entire country, November 7-13, 1954. Daily topics for the week are: Ideal To Live By; Teachers for Tomorrow; Investing in Good Schools; Working Together for Good Schools; Effective Citizenship; Teaching the Fundamentals Today; and How Good Are Your Schools?

\* \* \*

**Tracy F. Tyler**, AERT Journal editor since 1944, was promoted to a full professorship at the University of Minnesota on July 1.

\* \* \*

**Robert F. Leshner**, coordinator for educational broadcasting, Hagerstown, Maryland, high school, plans to produce 300 programs for AM and FM during 1954-55.

Another first for educational television was scored on September 27 when station WQED Pittsburgh went on the air with courses that lead to high school diplomas, college entrance, or both.

The Pittsburgh station, fifth of the seven noncommercial stations to operate, has been telecasting since April 1954 with locally produced programs and a series of kinescopes furnished by the Educational Television and Radio Center that services all of the educational outlets.

Educational leaders in the ten counties which are served by WQED have enthusiastically endorsed the high school courses that are offered.

Instructors were chosen from the most highly qualified in Pittsburgh, Allegheny County, and outlying public school systems in other counties.

The cost is only \$5 for a course, with the privilege of taking the final examination for credit.



**Julia Mary Hanna**, University of Detroit communication arts department, explains WDTR-TV plan to future teachers in her Radio-TV In Education course. The Detroit Educational TV Foundation includes plans for three studios: at WDTR-FM, Detroit public schools; at Wayne University, and at the University of Detroit.

# Education and Radio—An Opportunity

## George Jennings

Director, Radio and Television Department, Chicago Public Schools

*In a recent bulletin of Broadcast Music, Inc., Mr. Jennings was commended for having made the following statement. As we begin a new school year it bears repeating for AERT Journal readers:*

In any community, two of the strongest agencies for good are the schools and radio. You are all familiar with radio. Let's talk about the schools for a moment.

Schools throughout the nation are faced with several major problems. Chief among them are an ever increasing enrollment, the need for new buildings, a steady decline in the quantity and quality of teachers.

Is it possible for radio to aid educators and citizens in the solving of these immediate problems?

The answer must be "YES"! Each individual station manager, once the problems are presented to him, will adopt the best program methods suitable to his community, to aid in solving them.

Two of radio's strongest allies in the community are the school administrative personnel and the local Parent-Teacher Association. It is their concern and business to have the best possible school sys-

tem; they know how to achieve it. It is radio's concern and business to bring the needs of the schools to the attention of the community; you know how best to do that.

Through joint action, cooperation, a united front made up of educators and "communicators" the school problems of every community can approach solution.

There's another facet to schools. Schools are not for parents or faculty—they are for children—pupils, students. We as parents and educators are concerned with the national increase of something vaguely defined as "juvenile delinquency." There can also be another facet to radio. The local radio station can offer student groups program time, scripts, help in production . . . , radio can offer students another outlet for boundless energies under competent, professional direction.

Presenting school problems and their proposed solutions to your audience—a sounding board for the problems of youth and an outlet for their creative energies . . . there's still a third potential of radio for genuine public service . . . the preparation and presentation of such scripts and programs as BMI's *The American Story* and *Book Parade*.



Dr. Benjamin C. Willis, general superintendent, Chicago public schools, writes: "An essential type of knowledge is an acquaintance with this nation's great human and natural resources. No one can reach his full stature as a citizen without having developed an appreciation of his fellow man. . . . Second only to our human resources are our national and our technological resources, the products of the soil, the factory, the mine, or mill. A third essential type of knowledge is the intimate acquaintance with the personalities, ideals, and achievements of the men and women who have built the United States of America."

Here, in one paragraph, Dr.

Willis has summed up an educational radio program for any community, a program that is not beyond the capabilities of any radio station or school system, working together, in the nation.

Education is not, nor can it be confined within, an ivory tower. Education is by right the property of all the people. Radio is not, nor can it be, confined within a steel antenna tower. Radio is by right the property of all the people.

What an opportunity is before both education and radio! An opportunity, through joint effort, for truly great community service, and through the community, service to the nation, for America is but the sum total of every community within it.

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### JOHN CRABBE SETS RECORD

For 27 years, the National Music Camp, Interlochen, Michigan, has been training hundreds of teenage musical missionaries each summer. They are then sent out, to spread the word among their friends and associates back home.

Now mechanical missionaries, radio and television, have taken up the cause. The radio department of the National Music Camp this summer, under the direction of John Crabbe, head of broadcasting activities at College of the Pacific, did more programs in eight weeks than any other non-commercial workshop.

The department recorded all band and orchestra concerts, song festivals, faculty and honor student recitals and most of the 22 operas presented at the camp during the eight week season. This totaled more than 150 hours of the finest music in the land.

Programming was divided into 13 one-half hours of band, 13 one-

half hours of faculty and staff recitals, 13 one-half hours of general highlights of the season, and 8 hours of symphony music.

The programs were distributed to 160 radio stations throughout the United States, reaching a claimed audience of 61 million.

In the past, the stations using the shows were educational only. This year, a number of commercial stations were added.

The radio department also assisted Michigan State College Station WKAR, East Lansing, in making live broadcasts of the two one-hour band and orchestra programs each Sunday during the season.

The camp moved into the modern field of television this year also. Eight 15-minute shows, "A Look At Interlochen," were presented on WWTV, Cadillac. These programs gave the different phases of fine arts offered at the camp, including samples of art, crafts, drama, opera and music.

## AERT Sponsors TV Session



Kathleen N. Lardie

At the invitation of the National Council of Teachers of English, AERT is to play an important role in the program of the forthcoming Annual Convention, to be held in Detroit, November 25-27, 1954. On Friday afternoon, November 27, a session on television is to be presented by AERT at convention headquarters in the Hotel Statler. Participants will include members who have long distinguished themselves in the planning, production, and utilization of television programs for classroom use. Mrs. Gertrude G. Broderick, AERT president, will preside.

Theme of the meeting, "Television as a Communicator of Ideas," will include an address by Mrs. Dorothy Klock, production supervisor, Board of Education Station WNYE, New York City. Mrs. Klock, a dynamic speaker, has a rich background, not only in the planning and production of radio and television programs for the schools of New York City, but in the training of teachers to utilize these media as instruments of learning. She has taught radio and television in education in the Department of Communication Arts, Fordham University; in the Department of Curriculum and Teaching at Columbia University; and in the Department of Speech at Queens College—all in New York City. The title of her presen-

tion on November 27, will be "Learning for Living Through Television."

Practical application of some of the high points of Mrs. Klock's address will be found in the demonstration of classroom utilization of a literature program which follows. Mrs. Kathleen N. Lardie, manager of Detroit's Board of Education Station WDTR, will conduct the demonstration with a local high school English class. Mrs. Lardie likewise has had many years of experience in the planning and production of educational broadcasts, as well as in the training of teachers. She and Mrs. Klock are members of the AERT Board of Directors.

By special permission of the Ford Foundation's Television Workshop, Mrs. Lardie will use the dramatic film, "Jury of Her Peers," by Susan Glaspell, as it was shown over the CBS network as a part of the OMNIBUS series some months ago.

Following the demonstration, a panel of English teachers and others will evaluate the program under the direction of Edward Stasheff, associate professor of speech, University of Michigan. The panel of four will be supplemented with a longer list of AERT members who will be attending the convention, and who have agreed to serve as resource persons.

# From What I Hear

**Harold Hainfeld**

Audio-Visual Coordinator, Roosevelt School, Union City, N. J.

**TV Aids the GI**—A regimental commander, back at his command post, saw his tanks standing by, ready for the attack.

"What's holding them up?" he snapped. "Get them moving."

He then got a long detailed view of enemy pill boxes that were delaying the advance. The Colonel immediately called for flame-throwers to knock them out of action, and thus allow him to look far into enemy territory. There he saw a column of reinforcements moving up into position. He called for an artillery concentration to bear down.

Widely separated points of action were visible instantly and simultaneously, through combat television, which was used extensively at field exercises conducted at Fort Meade, Maryland recently. Part of the exercise, called "operation threshold," was brought to a nation-wide television audience.

Through this exercise, the Army sought to show how a commander is relieved of battlefield blindness and with TV can see a situation instantly and bring it under control. High military brass who witnessed the demonstration were impressed. Major General George Back, chief signal officer, called it the beginning of a revolution in battlefield communications. Brigadier General David Sarnoff, chairman of the Board of RCA called it, "concrete evidence that a new era of technical communications has opened."

General Matthew B. Ridgway, Army chief of staff, foresaw the time when television, "can take its place beside the atomic cannon, the skysweeper anti-aircraft gun, guided missiles, and the Honest John rocket as part of our modern Army."

At a command post set up by elements of the Third Armored Cavalry Regiment, a battery of small-screen TV monitors recorded scenes of the simulated battlefield, taken from portable cameras in the field, a larger one equipped with a telescopic lens, and another mounted in an L20 reconnaissance plane. On order of the commander, a Signal Corps technician could switch the image from any one of the eight cameras to a large receiver in front of the commander's field desk for detailed examination. "Battle-Vision" by the Army is now a proven reality.

\* \* \*

**Folkways Records**, 117 W. 46th Street, New York 36, has prepared a 24-page catalog listing and describing almost 200 of their LP records and albums for school and classroom use.

\* \* \*

**Adding Audio to the Visual**—Two interesting booklets describing how magnetic tape may be added to motion pictures, giving the school, church, and other organizations the opportunity to produce their own sound 16 mm. movies have been released. Write to Reeves Soundcraft Corporation, 10 E. 52nd Street, New York 22 for

one and to Bell and Howell, 7113 McCormick Road, Chicago 24 for the other.

\* \* \*

**Classroom Recordings**, a handbook, has been released by Audio Classroom Services, 323 S. Franklin St., Chicago 6. It contains fine material on the educational uses of recordings, material on safeguarding your recordings, use of tape recording in a social science discussion, and a good bibliography on the classroom use of phonograph and tape recordings.

\* \* \*

**Folk Dance Records by RCA Victor**—This new series comprises 16 records. Also available singly, programs include 36 different folk dances, polkas, flings, and schottisches. Dances of America, Sweden, Denmark, England, Norway, and Germany and recorded at 45 and 78 rpm. Send for complete information to L. V. Hollweck, director of educational services, RCA Victor, Camden, N. J.

\* \* \*

Have you seen Dr. Edgar Dale's revised text, *Audio-Visual Methods in Teaching*, published by Dryden Press, New York City? Much valuable information about radio, recordings, and TV are contained in this new addition.

\* \* \*

The U. S. Navy has just completed installation of a new \$250,000, closed-circuit television teaching system at the Naval Academy at Annapolis.

\* \* \*

Credit Dick Flanagan, assistant football coach at St. Peter's Prep, Jersey City, N. J., with a novel use of the tape recorder. Each Sunday during the football season Dick is in the press box, high above the playing field, telephoning information about the progress of the game to head coach Bill Cochran. Before each play, an assistant man-

ager talks into the tape recorder "Play Number One," "Play Number Two," etc. Flanagan's remarks are also recorded on the tape. At the Monday practice session, his taped remarks about individual and team play as well as slow-motion movies of the game are reviewed by the coaching staff and players.

\* \* \*

Sound effects play an important part in radio projects in the classroom as well as in the studio. A catalog of over 1,000 different sounds, recorded on 78 rpm vinyl-flex records is available from Standard Radio Transcription Services, Inc., 360 N. Michigan Ave., Chicago 1. Price is 10 cents.

\* \* \*

Watch for the **Hallmark Hall of Fame's** production of *Macbeth*, scheduled for Sunday, November 28. Maurice Evans is to play Macbeth and Judith Anderson plays Lady Macbeth. The Shakespearean play will be staged in color, and can be seen on your receiver also in black and white. Productions like this in color should greatly increase the sales of color receivers. It is believed that a teaching guide for this program will be issued.

\* \* \*

Now, commercial tape recordings can be duplicated faster than long-play records, thus removing the last major obstacle in the path of large-scale, mass-produced tapes. The Ampex Corporation of Redwood California has developed a tape duplicating system that can reproduce more than 2,500 hours of tape recording in an 8-hour day. The speed-up is done by running the tapes at speeds about 16 times their normal speed and making 10

copies with one run-off. Thus, production-wise, tapes can be duplicated more rapidly than recordings. This has significance for the tape industry. RCA announced recently the purchase of a unit of the new equipment. Also introduced by RCA are a number of fine tapes for purchase by the home owner, thus providing 60 minutes of high fidelity recordings without interruption. Columbia has introduced a home model tape recorder that gives the home owner the advantages of this uninterrupted fine music.

\* \* \*

A number of AERT members in New Jersey are on radio and television committees of other educational organizations. Dr. Carrie Losi and Leon Hood are working with the National Guidance Association TV Committee; Morris Goldberger is with the National Council of Teachers of English TV Project; Ted Sheft is on the Social Studies TV Sub-committee of the larger audio-visual group; and your columnist is on the TV committee of the National Science Teachers Association. AERT mem-

bers are doing their share to help others develop utilization techniques for both radio and educational TV.

\* \* \*

Knowledge of your subject matter is an important prerequisite for any teacher appearing before the TV camera. There is also that certain item, "personality," which makes the good teacher an excellent one on television. To develop teacher competence on camera, Mrs. Dorothy Klock, supervisor of TV, New York City Board of Education, has started a workshop where selected teachers are receiving programming know-how for the programs televised on "The Living Blackboard." For years, Jim Macandrew, director of radio and TV for New York's Board of Education Station WNYE, has had student workshops where qualified students received high school credit for their ability on radio. Future Don Herbert's (Mr. Wizard) or Dr. Frances Horwich's (Miss Frances of Ding Dong School) can be developed from workshops like the one being conducted by Dorothy.

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### WANTED: 1,000 AERT BOOSTERS

To solicit new members. What better achievement on our 15th birthday than to have doubled our membership. No special training in salesmanship is required—just a conviction that you will be doing a real service to your friends by inviting them to become members. Join the growing number of AERT BOOSTERS by sending in this blank with the name of your candidate.

Name: \_\_\_\_\_

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Nov.—54



## Stanford Students Scoop Pros

Enterprising young students from the Stanford University Radio-TV Institute scooped professional and commercial TV people in presenting films of the new San Francisco Airport Terminal on KPIX on August 11.

The exclusive news pictures, which highlighted a news show presented by the Institute's TV Film class, were the result of youthful audacity succeeding when regular procedures failed. Since movies of the new terminal, which opened August 31, were promised exclusively to a commercial show for TV screening at a later date, all other requests for filming of the new airport project had been rejected.

However, a five-member film crew from the summer Institute was determined to include films of the new terminal in their news show so, sans permission, they took to the air from the San Carlos-Belmont Airport, one of the film crew serving as pilot. The left rear door had been removed from the rented four-passenger plane to provide better vision and more room to shoot from the air, a not too comforting situation for the two young movie-taking newsmen who were getting their introduction to flying.

Meanwhile, the two young women members of the ground crew of the filming team arrived via auto at the San Francisco terminal where they attempted to secure permission for the coveted filming. Permission was not forthcoming, however, and as the crew in the plane initiated radio contact with the airport tower, they learned they were not only denied filming

privileges but landing rights as well. The boys insisted. The airport was adamant.

But youthful resoluteness and daring won out, and suddenly all restrictions on filming were waived and gracious cooperation replaced the hitherto uncooperative attitude. The filming plane was allowed to cut across air traffic and take shots at 1,600, 1,000 and 500 feet. Landing, they filmed the exterior and interior of the terminal, as well as the busy traffic on the runways.

The edited films were presented as part of one of the special news shows by the students seen on KPIX during the Institute's closing week.

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## Educators Learn Roles in TV

Educational television is an untapped resource with great potentialities which, if effectively executed, could produce a new technique in education as well as in television.

This consensus was reached by leaders in the educational television movement who participated in a two-day early summer conference at Illinois Institute of Technology, Chicago.

The conference on "The Role of the Professional Educator in Television" was conducted by Illinois Tech for representatives of educational and cultural institutions

which comprise the voting membership of the Chicago Educational Television association, the non-profit organization sponsoring Chicago's proposed station—WTTW.

Educators should never be contented with the shape of television today but should look at the potential, according to John R. Winnie, chief of TV production at the State University of Iowa.


"The visual approach of educational television gives the educator an opportunity for greater intimacy with a mass audience, far greater than can be achieved in the classroom," Winnie said. "Your great opportunity with television is to contribute to the enlightenment and growth of the American public."

Commercial TV programs which fall into the educational classification receive the smallest allocation of time in the over-all broadcasting schedule, it was pointed out by Clyde Hart, director of the National Opinion Research center in Chicago.

He defined the major problems of educators in television as arousing attention and creating an audience for educational TV.

"Educational television should be designed explicitly in terms of educating the viewer to effect changes of attitude, lifting the level of information, and motivating the viewer to develop certain skills," he advised.

Ben Park, network program manager of the National Broadcasting company in Chicago, suggested that educational television programs be drawn from actual life.

  
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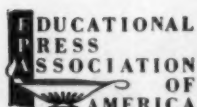
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